Unit	Term 1				Suggested
	(14 weeks)	~			Texts
Fiction	Spoken	Grammar,	Reading and Writing	Teaching strategies	The Three Billy
Traditional	language	Punctuation and		Talk for Writing	Goats Gruff
Tales		Vocabulary		(Imitation)	The Ginger Bread
(Approx. 3	To listen with		- Recap traditional tales the children	(Innovation)	Man
wks)	sustained	In reading,	already know.	Guided Writing	
	concentration.	investigate:	- Read the title of the traditional tale to be	(To include Write	Beauty and the
		- How words	studied and discuss the significance of	Away Together)	Beast
		combine to	the title.	Reciprocal reading	
		make sentences	- Predict what might happen from reading	strategies.	
	To speak clearly	- How words and	the title.	- Read aloud stories	
	and audibly.	clauses are	- Identify the structure (most typically a	(Reception key	
		joined using and	recount in chronological order) from a	texts)	
		- How sentences	variety of traditional tales	-Orally retell	
		are sequenced to	-Identify characteristics, e.g. talking	familiar stories.	
		form short	animals, numbers (3 and 7) from a	- book talk	
		narratives	variety of traditional tales.	- boxing up	
		- How words are	-Recognise patterns in texts, i.e. repeated	pictorially	
		separated with	phrases and refrains (Who's been eating	- read lots of	
		spaces	my porridge?).	Traditional Tales	
		- How capital	-Retell traditional tales studied and write	and identify	
		letters, full	own version.	similarities, patterns	
		stops,		and repeated	
		exclamation and	- Say out loud what they are going to	phrases.	
		question marks	write about.	- Oral retelling	
		are used to	- Compose a sentence orally before	- whole class/	
		demarcate	writing it.	groups/ pairs/ to	
		sentences	- Sequence sentences to form short	other classes.	

II		
- How capital	narratives.	-story maps
letters are used	- Re-read what they have written to check	- innovation
for names and	it makes sense.	-
personal	- Discuss what they have written with the	Write Away
pronouns	teacher and other pupils.	Together
- The patterns of	- Read aloud their writing clearly enough	
language and	to be heard by their peers and the teacher.	
repeated words		
and phrases		
-		
In writing, children		
will apply these		
skills to:		
- Combine words		
to make		
sentences		
- Join clauses		
using and		
- Sequence		
sentences to		
form short		
narratives		
- Separate words		
with spaces		
- Use capital		
letters, full		
stops, question		
and exclamation		
marks to		
demarcate		

	sentences
-	
	letters for names
	and personal
	pronouns
-	F
	of language and
	repeated words
	and phrases
P	Pupils will also be
a	ble to use the
fe	ollowing
te	erminology:
L	etter, capital letter,
w	vord, singular,
p]	lural, sentence,
pu pu	unctuation, full
st	top, question mark,
ez	xclamation mark
V	Vocabulary
U	Jse new vocabulary
aı	nd patterned
pl	hrases from the
tr	raditional tales
st	tudied. For
ez	xample: <i>Run, run</i>
	s fast as you can
	Whose been eating
m	ny porridge?
	Use an increasing

characteristics Spoken Outco	(e.g. talking animation (e.g. talking animation) (e.g. talking animatio	ls, numbers 3 and 7) and e able to retell a traditio	he structure of a traditional tale (recount in c d recognise patterns in texts (e.g. repeated ph nal tale. sentences to write their own short traditional	nrases).	l identify some
Fiction Key Stories (Approx 3 wks)	To listen with sustained concentration.	In reading, investigate: - How words combine to make sentences - How words and clauses are joined using and	 Recap key stories known to the children. Read chosen key story. Recall main events in the beginning, middle and end of the key story. Recognise typical phrases for story openings and endings. Understand that stories have characters. 	Teaching strategies Talk for Writing (Imitation) (Innovation) Guided Writing (To include Write Away Together) Reciprocal	Peace at Last Whatever Next Where the Wild Things Are by Maurice Sendak Jasper's Beanstalk by Nick Butterworth
	To speak clearly and audibly.	 How sentences are sequenced to form short narratives How words are separated with spaces How capital letters, full stops, exclamation and question marks 	 Understand the goal or motive of main character. Recite stories supported by story boxes (Box-Up plan). Write own version (linear structure) of the story studied using a series of sentences to sequence events. Read aloud their writing clearly enough to be heard by their peers and the teacher. 	reading strategies. -Read aloud and orally retell familiar stories. - book talk - role play, hot seating, drama activities - story boxes/ props - Inference from pictures focused on	The Tiger Who Came to Tea by Judith Kerr The Gruffallo by Julia Donaldson Dirty Beasts by Roald Dahl

T		
	are used to	characters. Refer
	demarcate	back to the text.
	sentences	- story map
	- How capital	- oral rehearsal
	letters are used	- boxing up
	for names and	pictorially
	personal	- write adapted
	pronouns	version of the story
		(Innovation)
	In writing, children	-Invention
	will apply these	
	skills to:	Write Away
	- Combine words	Together
	to make	
	sentences	
	- Join clauses	
	using and	
	- Sequence	
	sentences to	
	form short	
	narratives	
	- Separate words	
	with spaces	
	- Use capital	
	letters, full	
	stops, question	
	and exclamation	
	marks to	
	demarcate	
	sentences	
ll		

				,	
	- Use capital letters				
	for names and				
	personal pronouns				
	Pupils will also be				
	able to use the				
	following				
	terminology:				
	Letter, capital letter,				
	word, singular,				
	plural, sentence,				
	punctuation, full				
	stop, question mark,				
	exclamation mark				
	Vocabulary				
	Use typical phrases				
	from stories to				
	indicate beginnings				
	and endings. For				
	example: Once upon				
	a time, they all lived				
	happily ever after.				
Reading Outcomes – Pupils v	vill be able to identify n	nain events in the beginning, middle and end	l of the key story.		
		ne goal or motive of the main character e.g. l		locks), Looking	
for love (Cinderella)					
	. ,				
Writing Outcomes – Pupils will be able to write their own version with a linear structure (beginning, middle and end) using a series of					
sentences to sequence events.			<i>C</i> , <i>a</i>	C	

Non-Fiction	Explain/describ	In reading,	- Listen to and follow a short series of	Teaching strategies
Instructions	e a process or	investigate:	instructions.	Talk for Writing
(Approx 2	present	- How words	- Think out a short series of instructions	(Imitation)
wks)	information,	combine to	and give clear oral instructions.	(Guided Writing)
	ensuring items	make sentences	- Read and follow written classroom	Reciprocal reading
	are clearly	- How words are	instructions.	strategies.
	sequenced.	separated with		- Orally give
		spaces		and model
		- How capital		following a
		letters and full		series of short
		stops are used to		instructions.
		demarcate		- Listening
		sentences		comprehensio
				n
		In writing, children		- Model using
		will apply these		simple text
		skills to:		map
		- Combine words		(pictorial) to
		to make		support giving
		sentences		oral
		- Separate words		instructions.
		with spaces		- Guided
		- Use capital		reading
		letters and full		- Read and
		stops to		follow
		demarcate		pictorial and
		sentences		or written
		Pupils will also be		instructions
		able to use the		
		following		

		terminology: Letter, capital lette word, singular, plural, sentence, punctuation, full stop, question mark exclamation mark Vocabulary Use imperative ver and apply to their own use of languag e.g. Get your coat.	k, bs ge	
	-		and follow written classroom instructions. to and follow a short series of instructions and g	give a clear set of oral instructions
Non-Fiction Information Texts (Approx 2wks)	Explain/describ e a process or present information, ensuring items are clearly sequenced.		 Secure alphabetical letter knowledge and order. Use simplified dictionaries. Pose questions before reading non-fiction text to find answers. Choose a suitable book to find the answers and locate the part of text that gives particular information. Read and use captions, labels and lists. 	Teaching strategies Talk for Writing (Imitation) (Innovation) Guided Writing (To include Write Away Together) - Book talk - Reciprocal reading strategies.
		- How sentences are	- Compose labels, extended captions and simple lists for planning or reminding.	- Model how to phrase a

r		
	lenced to	question
form	n short	- Guided
text	S	reading.
- Hov	v words	- Shared
are	separated	reading –
with	n spaces	modelling
- Hov	v capital	posing
lette	ers, full	questions and
stop	is and	retrieving
que	stion	information.
mar	ks are	- Read as a
used	1 to	reader.
dem	arcate	- Talk partners
sent	ences	- Use model
- Hov	v capital	text (extended
lette	ers are	caption).
used	l for	Orally
nam	les and	rehearse,
pers	onal	pictorial
proi	nouns	representation
		to support
In writi	ng,	writing.
children	n will	
apply th	lese	
skills to	:	
- Cor	nbine	
wor	ds to	
mak	re la	
sent	ences	
- Joir	clauses	

using and
- Sequence
sentences to
form short
texts
- Separate
words with
spaces
- Use capital
letters, full
stops and
question
marks to
demarcate
sentences
- Use capital
letters for
names and
personal
pronouns
Pupils will also
be able to use
the following
terminology:
Letter, capital
letter, word,
singular, plural,
sentence,
punctuation, full
stop, question

		mark, exclamation mark - Vocabulary Use words associated with		
		books, e.g. blurb, cover, title,		
		illustration, author		
	-	-	questions and find answers in non- fiction text labels, extended captions and simple lists.	s, choosing a suitable book.
Non-Fiction	Explain/describ		- Orally, describe incidents from own	Teaching strategies
Recounts	e a process or	investigate:	experience using sequencing words and	Talk for Writing
(Approx	present	- How words	phrases, such as <i>then</i> and <i>after that</i> .	(Imitation)
2wks)	information,	combine to	- Listen to others' recounts.	(Guided Writing)
	ensuring items	make	- Read personal recounts and begin to know	- Reciprocal reading
	are clearly	- How words	the basic structure, e.g. order sequence of events and words for example, <i>first, next,</i>	strategies. - Teacher model
	sequenced.	- How words and clauses	after, when.	orally alongside text
		are joined		map (with sentence
		using and		signposts e.g. first,
		- How certain		next, then).
		words are		- read and order
		used to		simple written or
		indicate the		pictorial recounts.
		passing of		- Children orally
		time		retell sequence of

 How events from own text sentences are sequenced to form short recounts How words are separated with spaces How capital letters, full stops, exclamation and question marks are used to demarcate sentences 			
sequenced to form short recountsexperience as a class (take photos to support chn)How words are separated with spaces- Innovation - text maps and oral rehearsalHow capital letters, full stops, exclamation and question marks are used to demarcate- Reperience as a class (take photos to support chn).			
iform short recounts(take photos to support chn)How words are separated with spaces- Innovation - text maps and oral rehearsalHow capital letters, full stops, exclamation and question marks are used to demarcate- How capital letters, full stops, exclamation			
recounts - How words are separated with spaces - How capital letters, full stops, exclamation and question marks are used to demarcate			
 How words are separated with spaces How capital letters, full stops, exclamation and question marks are used to demarcate How words maps and oral rehearsal. 	form sho	t	
are separated with spacesmaps and oral rehearsalHow capital letters, full stops,letters, full stops,-exclamation and question marks are used to demarcateletters			
with spacesrehearsal How capital letters, full stops, exclamation and question marks are used to demarcaterehearsal.	- How wor	ls	- Innovation – text
- How capital letters, full stops, exclamation and question marks are used to demarcate	are separa	ted	maps and oral
letters, full stops, exclamation and question marks are used to demarcate	with space	es	rehearsal.
stops, exclamation and question marks are used to demarcate	- How cap	al	
exclamation and question marks are used to demarcate	letters, fu	1	
and question marks are used to demarcate	stops,		
marks are used to demarcate	exclamat	on l	
used to demarcate	and quest	on	
demarcate	marks are		
	used to		
sentences	demarcat		
Sentences	sentences		
- How capital	- How cap	al	
letters are			
used for	used for		
names and	names an	1	
personal	personal		
pronoun 'I'		['	
In writing,	In writing,		
children will			
apply these	apply these		
skills to:			
- Combine	- Combine		

words to
make
sentences
- Join clauses
using and
- Use words to
indicate the
passing of
time
- Sequence
sentences to
form short
recounts
- Separate
words with
spaces
- Use capital
letters, full
stops,
question and
exclamation
marks to
demarcate
sentences
- Use capital
letters for names
and personal
pronoun 'I'
Pupils will also
be able to use

		the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation markVocabulary Use temporal conjunctions, e.g. then, next, first		
Reading Ou	itcomes – Pupi	s will begin to identify t	events from their own experiences using se he basic structure of events and the words u	sed to convey order.
Poetry Patterns and Rhymes (Approx 2wks)	To speak clearly and audibly.	In reading, investigate: - How words are separated with spaces - How capital letters are used for names and personal pronoun 'I'	 Listen to and discuss a wide range of poems. Discuss their own response and what the poem is about. Notice the poem's pattern. Perform in rhythm, keeping time. Recite some poems by heart. 	Teaching strategies Talk for Writing (Imitation) (innovation) Read and listen to lots of poems with patterns and rhymes. - likes/ dislikes - Book talk - Modelling

	- the patterns of	identifying patterns				
	language and	and explaining what				
	repeated words	you notice.				
	and phrases	- Model how to recite				
		and perform in				
	Pupils will also be	rhythm.				
	able to use the	- Recite poem as a				
	following	class, in groups, pairs.				
	terminology:	- Film pupils				
	Letter, capital letter,	performing poem,				
	word, singular,	peer assessment with				
	plural, sentence,	teacher support and				
	punctuation, full	improve.				
	stop, question mark,					
	exclamation mark					
	Vocabulary					
	Use rhyming words					
Spoken Outcomes – Pupils will be able to perform a poem keeping time and to recite some poems by heart.						
	\mathbf{S} – Pupils will be able to discuss their own response to					

Unit	Term 2 (11wks	Term 2 (11wks) Suggested		
				Texts
Fiction	Spoken	Grammar,	Reading and Writing	Cinderella
Traditional	language	Punctuation and		Snow White
Tales	To develop rules	Vocabulary	- Recap traditional tales from term 1 and introduce a new	

(Approx	for effective		traditional tale.	
2wks)	discussions,	In reading,	- Discuss the significance of the title and events.	
	including	investigate:	- Review the characteristics of traditional tales.	
	considering the	- How words	- Using the new traditional tale to be studied, identify what the	
	opinions of	combine to	main character is searching for? E.g. love/money/home.	
	others.	make sentences	- Using the texts, explore openings and endings, e.g. a vague	
		- How words and	setting.	
		clauses are	- From the traditional tales read, identify how formulaic sentences	
		joined using and	are used, e.g. Once upon a time There was once a long ago in	
		- How sentences	theand came to pass	
		are sequenced to	- Retell and write own version of studied traditional tale.	
		form short	- Read aloud their writing clearly enough to be heard by their	
		narratives	peers and the teacher.	
		- How words are		
		separated with		
		spaces		
		- How capital		
		letters, full		
		stops,		
		exclamation and		
		question marks		
		are used to		
		demarcate		
		sentences		
		- How capital		
		letters are used		
		for names and		
		personal		
		pronouns		
		- The patterns of		

language and	
repeated wor	
and phrases	
and philases	
In writing, child	ren
will apply these	
skills to:	
- Combine wo	rds
to make	
sentences	
- Join clauses	
using and	
- Sequence	
sentences to	
form short	
narratives	
- Separate wor	rds
with spaces	
- Use capital	
letters, full	
stops, question	
and exclamat	tion
marks to	
demarcate	
sentences	
- Use capital	
letters for nat	mes
and personal	
pronouns	
- Use the patte	rns
- Use the patte	rns

	of language and			
	repeated words			
	and phrases			
	Pupils will also be			
	able to use the			
	following			
	terminology:			
	Letter, capital letter,			
	word, singular,			
	plural, sentence,			
	punctuation, full			
	stop, question mark,			
	exclamation mark			
	Vocabulary			
	Use formulaic			
	sentences from the			
	traditional tales			
	studied when			
	retelling stories.			
	Develop a broader,			
	deeper and richer			
	vocabulary to			
	discuss abstract			
	concepts.			
Spoken Outcomes – Pupils will be able to retell their own version of a traditional tale.				
	ill be able to identify openings and endings e.g. A long time ago in a dark forest etc. and identify how formulaic			
sentences are used e.g. there wa				
	ill be able to write their own version of a Traditional Tale.			
withing Outcomes Tupils wi	in be usie to write then own version of a fractional face.			

(2 wks)discussions or collaborative conversations, staying on topic, taking turns and listening to what others say.investigate: - How words and clauses are joined using and - How sentences are sequenced to form short narratives- Explore familiar/unfamiliar settings linked to own experience. - Use different voices for different characters when reading aloud. - Act out stories and portray characters and their motives. - Write own version of a familiar key story (include a setting) using simple sentences to recount own experiences in writing and a series of sentences to sequence events. - Read aloud their writing clearly enough to be heard by their peers and the teacher.To develop an awareness of the differences between spoken- How words are separated with spaces- How capital letters, full stops, exclamation and question marks are used to demarcate sentences- Explore familiar/unfamiliar settings linked to own experience. - Use different oucces for different characters when reading aloud. - Act out stories and portray characters and their motives. - Write own version of a familiar key story (include a setting) using simple sentences to sequence events. - Read aloud their writing clearly enough to be heard by their peers and the teacher.To develop an and written language How capital letters, full stops, exclamation and question marks are used to demarcate sentences- How capital letters are used for names and duestion marks are used to for names and demarcate sentences- Explore familiar/unfamiliar settings linked to own experience. - Use different characters when reading aloud. - Act out stories on genere events. - Read aloud their writing clearly e	Key Stories	Participate in	In reading,	- Recap key stories and introduce a new key story.
personal pronouns	-	discussions or collaborative conversations, staying on topic, taking turns and listening to what others say. To develop an awareness of the differences between spoken and written	 investigate: How words combine to make sentences How words and clauses are joined using and How sentences are sequenced to form short narratives How words are separated with spaces How capital letters, full stops, exclamation and question marks are used to demarcate sentences How capital letters are used for names and personal 	 Explore familiar/unfamiliar settings linked to own experience. Use different voices for different characters when reading aloud. Act out stories and portray characters and their motives. Write own version of a familiar key story (include a setting) using simple sentences to recount own experiences in writing and a series of sentences to sequence events. Read aloud their writing clearly enough to be heard by their

endings
In writing, children
will apply these
skills to:
- Combine words
to make
sentences
- Join clauses
using and
- Sequence
sentences to
form short
narratives
- Separate words
with spaces
- Use capital
letters, full
stops, question
and exclamation
marks to
demarcate
sentences
- Use capital
letters for names
and personal
pronouns Use turicel
- Use typical
phrases for
openings and

		endings Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark Vocabulary Use story language when retelling		
Spoken langu different chara Written Outco	age Outcomes – P cters. omes – Pupils will	upils will be able to act be able to write their ow	liar and unfamiliar settings, key characters and their motives. out stories and portray characters and their motives, using different v out version of a familiar key story using simple sentences to sequence	
Instructions (1 wks)	Explain/describe a process or	In reading, investigate:	 Read and follow a longer series of instructions. Contribute to class composition of instructions. 	
(1)	present	- The imperative	- Write own set of instructions.	
	information,	verb used at the		
	ensuring items	start of each		
	are clearly	instruction		
	sequenced.	- How words		
		combine to		

	make sentences	
	- How words are	
	separated with	
	spaces	
	 How capital 	
	letters and full	
	stops are used to	
	demarcate	
	sentences	
	In writing, children	
	will apply these	
	skills to:	
	- Use the	
	imperative verb	
	at the start of	
	each instruction	
	- Combine words	
	to make	
	sentences	
	- Separate words	
	with spaces	
	- Use capital	
	letters and full	
	stops to	
	demarcate	
	sentences	
	Pupils will also be	
	able to use the	
	following	

		terminology:		
		Letter, capital letter,		
		word, singular,		
		plural, sentence,		
		punctuation, full		
		stop, question mark,		
		exclamation mark		
		exercitation mark		
		Vocabulary		
		Use imperative verbs		
		when giving		
		instructions		
Reading Outc	omes – Pupils will	be able to read and folle	ow a longer series of instructions.	
Written Outco	omes – Pupils will	be able to contribute to	class composition and then write their own set of instructions.	
Information	Explain/describe	In reading,	- Pose questions before reading non-fiction texts to find answers.	
Texts	a process or	investigate:	- Choose a suitable book to find the answers, by predicting what	
(2 wks)	present	- How words	a book might be about from a brief look at front and back covers,	
(link to	information,	combine to	including blurb, title and illustrations.	
another	ensuring items	make sentences	- Record information e.g. as lists, completed charts, fact file.	
curriculum	are clearly	- How words and	- Create an information text. Choose what to write about, orally	
area)	sequenced.	clauses are	rehearse, plan and write.	
		joined using and		
		- How sentences		
		are sequenced to		
		form short texts		
		- How words are		
		separated with		
		spaces		
		- How capital		

letters, full stops	
and question	
marks are used	
to demarcate	
sentences	
- How capital	
letters are used	
for names and	
personal	
pronoun 'I'	
I	
In writing, children	
will apply these	
skills to:	
- Combine words	
to make	
sentences	
- Join clauses	
using and	
- Sequence	
sentences to	
form short texts	
- Separate words	
with spaces	
- Use capital	
letters, full stops	
and question	
marks to	
demarcate	
sentences	
sentences	

	- Use capital letters		
	for names and		
	personal pronoun 'I'		
	Pupils will also be		
	able to use the		
	following		
	terminology:		
	Letter, capital letter,		
	word, singular,		
	plural, sentence,		
	punctuation, full		
	stop, question mark,		
	exclamation mark		
	Vocabulary		
	titles, contents page,		
	index, pictures,		
	labelled diagrams,		
	charts,		
	To develop a		
	broader, deeper and		
	richer vocabulary to		
	discuss abstract		
	concepts and a wider		
	range of topics.		
	range of topics.		
Dooding Outo	amas Pupils will be able to identify a sui	table book to find answers to their posed. (Using front cover, title, l	alurh and
illustrations).	onies – r upits will be able to identify a sur	able book to find answers to then posed. (Using front cover, the, t	Juio allu
mustrations).			

Written Outcomes – Pupils will be able record information as lists, charts etc and write a simple information text.

Recounts	Explain/describe	In reading,	- Read personal recounts and identify structure e.g. sequence of
(2 wks)	a process or	investigate:	events and language used e.g. first, when, after (revise from term
	present	- How words	1).
	information,	combine to	- Orally recount an incident from their own experience using
	ensuring items	make sentences	sequencing words.
	are clearly	- How words and	- Listen to others' recounts and ask relevant questions.
	sequenced.	clauses are	- Write simple first person recounts from personal experience in
		joined using and	chronological order.
		- How certain	
		words are used	
		to indicate the	
		passing of time	
		- How sentences	
		are sequenced to	
		form short	
		recounts	
		- How words are	
		separated with	
		spaces	
		- How capital	
		letters, full	
		stops, exclamation and	
		question marks	
		are used to	
		demarcate	
		sentences	
		- How capital	
		letters are used	
		for names and	
		TOT HAILES AND	

personal	
pronoun 'I'	
In writing, children	
will apply these	
skills to:	
- Combine words	
to make	
sentences	
- Join clauses	
using and	
- Use words to	
indicate the	
passing of time	
- Sequence	
sentences to	
form short	
recounts	
- Separate words	
with spaces	
- Use capital	
letters, full	
stops, question	
and exclamation	
marks to	
demarcate	
sentences	
- Use capital letters	
for names and	
personal pronoun 'I'	

		Pupils will also be		
		able to use the		
		following		
		terminology:		
		Letter, capital letter,		
		word, singular,		
		plural, sentence,		
		punctuation, full		
		stop, question mark,		
		exclamation mark		
		Vocab		
		Time conjunctions		
		Anecdotal language,		
		e.g. Just imagine		
Reading Outc	omes – Pupils will	be able to identify the s	structure of personal recounts (e.g. sequence of events and language u	used).
Written Outco	omes – Pupils will	be able to write a simple	e first person recount from personal experience in chronological orde	er.
Spoken Lang	uage Outcomes – I	Pupils will be able to ora	ally recount an incident from their own experience using sequencing	words.
Patterns	To speak clearly	In reading,	- Introduce a new poem.	
and Rhymes	and audibly.	investigate:	- Learn and appreciate rhymes.	
(2 wks)		- How words are	- Discuss the significance of the title.	
		separated with	- Predict what might happen within the poem.	
		spaces	- Make inferences from the poem.	
		- How capital	- Perform the poem in unison following the rhythm and keeping	
		letters are used	time.	
		for names and		
		personal		
		pronoun 'I'		
		- the patterns of		

language and		
repeated words		
and phrases		
Pupils will also be		
able to use the		
following		
terminology:		
Letter, capital letter,		
word, singular,		
plural, sentence,		
punctuation, full		
stop, question mark,		
exclamation mark		
Vocabulary		
Words that rhyme		
Reading Outcomes – Pupils will be able to identify what	t the poem is, make predictions and inferences from the poem.	
Spoken Language Outcomes – Pupils will be able to pe	rform the poem in unison following the rhythm and keeping time.	

Unit	Term 3 (14wks	Term 3 (14wks)		
Fiction	Spoken	Grammar, Spelling,	Reading and Writing	
Traditional	language	Punctuation and	- Recap traditional tales already known to children.	
Tales and		Vocabulary	- Introduce a new traditional tale.	
Fairy	Participate in		- Discuss word meanings in traditional tales read.	
Stories	discussions or	In reading,	- Discuss the significance of the title and events and predict what	
(Approx 3	collaborative	investigate:	might happen.	
wks)	conversations,	- How words	- Recognise main characters e.g. good and bad characters.	
	staying on topic,	combine to	- Explore traditional tale endings where everything turns out for	

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taking turns and		make sentences	the best.	
listening to what	-	How words and	- Write their own version a traditional tale.	
others say.		clauses are	- Read aloud their writing clearly enough to be heard by their	
		joined using and	peers and the teacher.	
To develop an	-	How sentences		
awareness of the		are sequenced to		
differences		form short		
between spoken		narratives		
and written	-	How words are		
language.		separated with		
		spaces		
	-	How capital		
		letters, full		
		stops,		
		exclamation and		
		question marks		
		are used to		
		demarcate		
		sentences		
	-	How capital		
		letters are used		
		for names and		
		personal		
		pronoun 'I'		
	-	The patterns of		
		language and		
		repeated words		
		and phrases		
		und philubes		
	In	writing, children		
	111	winning, chinai chi	1	

will apply t	nese
skills to:	
- Combin	e words
to make	
sentence	es
- Join cla	uses
using ar	ld la
- Sequence	be
sentence	es to
form sh	
narrativ	
- Separate	
with spa	
- Use cap	
letters, t	
stops, q	
	amation
marks to	
demarca	
sentence	
- Use cap	
	or names
and per-	
pronour	
	patterns
	age and
repeated	
and phr	
Pupils will	
able to use	he

		following		
		terminology:		
		Letter, capital letter,		
		word, singular,		
		plural, sentence,		
		punctuation, full		
		stop, question mark,		
		exclamation mark		
		Vocab		
		Use new words from		
		traditional tales from		
		their enhanced		
		knowledge about		
		language as a whole.		
Reading Outc	omes – Pupils will	be able to identify main	characters and classify them as good or bad characters and identify	happy endings.
			n version of a traditional tale.	
		In reading,	- Read further key stories and discuss how the author creates	
Key Stories	To develop an	investigate:	excitement in the story e.g by building up surprise.	
(Approx 3	understanding of	- How words	- Explore how the goal or motive of the main character moves	
wks)	what is being	combine to	the plot on.	
	learnt by	make sentences	- Look at the characteristics of good and bad characters.	
	exploring ideas.	- How words and	- Write own version of a key story with a linear structure	
		clauses are	(beginning, middle and end). Include good and bad characters.	
		joined using and	- Read aloud their writing clearly enough to be heard by their	
		- How sentences	peers and the teacher.	
		are sequenced to		
		form short		

narratives
- How words are
separated with
spaces
- How capital
letters, full
stops,
exclamation and
question marks
are used to
demarcate
sentences
- How capital
letters are used
for names and
personal
pronoun 'I'
- Typical phrases
for openings and
endings
- Words used to
express the
building up of
excitement
In writing, children
will apply these
skills to:
- Combine words
to make

sentences
- Join clauses
using and
- Sequence
sentences to
form short
narratives
- Separate words
with spaces
- Use capital
letters, full
stops, question
and exclamation
marks to
demarcate
sentences
- Use capital
letters for names
and personal
pronoun 'I'
Pupils will also be
able to use the
following
terminology:
Letter, capital letter,
word, singular,
plural, sentence,
punctuation, full
stop, question mark,
exclamation mark

moves the plot	con.		the author creates excitement in the story and how the motive of th vn version of a key story with a beginning, middle and end includin	
Instructions	Explain/describe	In reading,	- Read and analyse instructions for effectiveness.	
(Approx 1	a process or	investigate:	- Contribute to class composition of instructions.	
wks)	present	- The imperative	- Write own instructions independently.	
	information,	verb used at the		
	ensuring items	start of each		
	are clearly	instruction		
	sequenced.	- How words		
	-	combine to		
		make sentences		
		- How words are		

	spaces	
	- How capital	
	letters and full	
	stops are used to	
	demarcate	
	sentences	
	In writing, children	
	will apply these	
	skills to:	
	- Use the	
	imperative verb	
	at the start of	
	each instruction	
	- Combine words	
	to make	
	sentences	
	- Separate words	
	with spaces	
	- Use capital	
	letters and full	
	stops to	
	demarcate	
	sentences	
	Pupils will also be	
	able to use the	
	following	
	terminology:	
	Letter, capital letter,	
	word, singular,	

		plural, sentence, punctuation, full stop, question mark, exclamation mark Vocab Use imperative verbs		
		and apply to their everyday experience		
		when giving		
		instructions		
			uctions for effectiveness.	
	_		vn effective instructions.	
Information	Explain/describe	In reading,	- Pose questions before reading non fictions texts to find	
Texts	a process or	investigate:	answers.	
(Approx 3	present	- How words	- Choose a suitable book.	
wks)	information,	combine to	- Use titles, contents page, index, pictures, labels, diagrams,	
(Link to	ensuring items	make sentences	charts and locate information using page numbers.	
another	are clearly	- How words and	- Record information in a variety of forms.	
curriculum	sequenced.	clauses are	- Independently choose what to write about from the information	
area)	To develop an	joined using and	gathered.	
	understanding of	- How sentences	- Write information text.	
	what is being	are sequenced to		
	learnt by	form short texts		
	exploring ideas.	- How words are		
		separated with		
		spaces		
		- How capital		
		letters, full stops		
		and question		

marks are used	
to demarcate	
sentences	
- How capital	
letters are used	
for names and	
personal	
pronoun 'I'	
In writing, children	
will apply these	
skills to:	
- Combine words	
to make	
sentences	
- Join clauses	
using and	
- Sequence	
sentences to	
form short texts	
- Separate words	
with spaces	
- Use capital	
letters, full stops	
and question	
marks to	
demarcate	
sentences	
- Use capital letters	
for names and	

		personal pronoun 'I'		
		Pupils will also be able to use the following terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark Vocab Use: titles, contents		
		page, index, pictures, labels, diagrams,		
		charts		
			ation using titles, contents page, index, diagrams, charts, page number nformation in a variety of ways and write a simple information text.	s etc.
Recounts	Explain/describe	In reading,	- Revise structure and language features of recounts from	
(Approx 2	a process or	investigate:	previous terms.	
wks)	present	- How words	- Read personal recounts and independently identify structure	
	information,	combine to	and language features.	
	ensuring items	make sentences	- Plan a time line and add additional detail of events.	
	are clearly	- How words and	- Orally recount a sequence of events using the language features	
	sequenced.	clauses are	of recounts in chronological order.	
		joined using and	- Write first person recount linked to personal experience using	
		- How certain words are used	the language features of a recount.	

to indicate the
passing of time
- How sentences
are sequenced to
form short
recounts
- How words are
separated with
spaces
- How capital
letters, full
stops,
exclamation and
question marks
are used to
demarcate
sentences
- How capital
letters are used
for names and
personal
pronoun 'I'
In writing, children
will apply these
skills to:
- Combine words
to make
sentences

- Join clauses
using and
- Use words to
indicate the
passing of time
- Sequence
sentences to
form short
recounts
- Separate words
with spaces
- Use capital
letters, full
stops, question
and exclamation
marks to
demarcate
sentences
- Use capital letters
for names and
personal pronoun 'I'
Pupils will also be
able to use the
following
terminology:
Letter, capital letter,
word, singular,
plural, sentence,
punctuation, full
stop, question mark,

		exclamation mark		
		Vocabulary		
		Temporal		
		conjunctions		
		enhancing their		
		knowledge about		
		language as a whole.		
Reading Outc	comes – Pupils will	be able to identify to ide	entify the structure and language features of a personal recount.	
Spoken langu	age Outcomes – Pr	upils will be able to reco	ount orally a sequence of events in chronological order using approp	riate language
features.				
Writing Outco	omes – Pupils will	be able to plan a timelin	e and write a first person recount.	
Patterns	To speak clearly	In reading,	- Listen to and discuss a wider range of poems.	
and Rhymes	and audibly.	investigate:	- Learn more poems by heart.	
(2 wks)		- How words are	- Link what they hear and read to their own experiences.	
, , , , , , , , , , , , , , , , , , ,		separated with	- Look at different patterns within the poem e.g. a repeated	
		spaces	pattern or line.	
		- How capital	- Write own version using first hand experiences e.g. the senses.	
		letters are used	- Perform own poem and invent actions.	
		for names and		
		personal		
		pronoun 'I'		
		- the patterns of		
		language and		
		repeated words		
		and phrases		
		and philabes		
		In writing, children		
		will apply these		
	1	win apply these	1	

	kills to:		
-	- Separate words		
	with spaces		
-	- use capital		
	letters for		
	names and		
	personal		
	pronoun 'I'		
-	- include the		
	patterns of		
	language and		
	repeated words		
	and phrases		
P	Pupils will also be		
a	ble to use the		
fo	ollowing		
	erminology:		
	Letter, capital letter,		
	vord, singular,		
	lural, sentence,		
	unctuation, full		
	top, question mark,		
	xclamation mark		
v	/ocabulary		
	Vords and phrases		
	hat rhyme or are		
	epeated		
	able to link what they hear and read to their own experiences.		
	Spoken Language Outcomes – Pupils will be able to perform their own poem and invent actions.		
-rgauge cattoines rup			